DOCUMENT RESUME

ED 167 515 SP 013 848

TITLE	The Affective Dimension of Reading. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 78
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Affective Objectives; Autoinstructional Programs; *Children; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; *Motivation Techniques; *Reading; *Teaching Skills; Validated Programs

ABSTRACT

The intent of the inservice instructional materials described here is to assist teachers in acquiring the skills and understanding needed to help students become interested and effective readers. Major emphasis is placed on instilling desire and enthusiasm for reading in children. Information is provided in this description on the purposes and content of the materials as well as the activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: THE AFFECTIVE DIMENSION OF READING

Publication Date(s): 1977

Intended Users: Inservice and preservice teachers who wish to gain skills in motivating children to read

Grade Level(s): Elementary, middle, secondary school

Number: Group

Primary Focus: The intent of the series is to assist teachers in acquiring the skills and understanding needed to help students become interested and effective readers. Major emphasis is placed on instilling desire and enthusiasm for reading in children.

School subject(s) and/or inservice topic(s) covered:

The school subject dealt with in the series is reading, but it is not intended for use only by reading teachers. As reading is a skill necessary in any area of study, the program will benefit teachers of all disciplines and grade levels. Subtopics covered include the affective dimension of reading, why people read, images in words and music, measuring reading attitudes, children's literature, strategies for motivating adolescents to read, reading for writing/writing for reading and others.

What participant does in using the materials:

The developers stress that while the videotapes comprise the major content of the series, they are intended to serve only as a starting point: to do justice to the program, participants should implement the learning activities suggested in the Resource Guide, and should make every effort to follow-up the material by transferring the teaching principles and strategies it outlines to their classrooms. It is noted that interaction among participants, i.e., sharing and discussion, will be an integral part of this learning experience.

Resources:

Three major components of this series are twelve video cassettes, accompanied by a Resource Guide. The guide is intended as a supplement, and is meant to " . . . extend, clarify, and reinforce the concepts and strategies presented in the videotape programs." Users will need a video cassette player and monitor and a program coordinator.

Describer critique:

Teachers have much to gain by exposure to this series. The materials themselves are very well presented; they offer sound theoretical and practical suggestions on improving students' reading attitudes and skills. Among the program's fine qualities is its ability to excite the viewer/participant about reading as a skill that enriches the experiences of both teaching and learning.

R67 (R) motivation - (M) affective skills - (R) interest/enjoyment - (R) materials - (ELA) literature - (ASG) evaluation TD

SP 013 844

1.0 PURPOSES:

Rationale

The developers provide the following rationale for the series:

"The major purpose of the Affective Dimension of Reading series is to provide teachers and prospective teachers with a conceptual framework for understanding how children's reading interests, attitudes, and habits are formed, and to assist teachers with the application of that understanding to the planning and implementation of appropriate language-learning and reading-related activities for children."

The developers also state their basic premise, which emphasizes that, "In addition to helping people learn how to read, we must also help them learn why to read, when to read, and what to read . . . so that they will want to read."

Goals

The following statement identifies the main goal of the series:

"The ultimate goal of the series is to help children develop purposeful and personally constructive reading habits--habits which serve some purpose which the reader has established for him/herself, and which contribute to personal growth and understanding."

Objectives

The developers define eight specific objectives of the series; among them:

"1. To increase the teacher's awareness of the major factors which influence children's reading habits.

2. To increase the teacher's understanding of the developmental stages of attitude formation in relation to reading.

3. To encourage development and implementation of affective objectives for the school's reading program.

4. To aid the teacher in selecting and/or designing specific instruments and techniques for assessing children's reading interest and their attitudes toward reading.

5. To illustrate materials and resources which will aid children's affective growth in reading.

6. To increase the teacher's ability to use children's literature as a primary resource for developing children's reading habits.

7. To demonstrate strategies and activities which will increase children's motivation to read."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Product components are: The Affective Dimension of Reading: Resource Guide (287 pp.), and thirteen videotapes:

1. "The Affective Dimension of Reading: Introduction/Preview" - Darryl J. Strickler. " . . . what the series is about, why it was developed, and its purposes and objectives. A short sequence taken from each of the 12 programs . . . is included." (30 minutes)
2. "Why People Read: The Reading Situation Worldwide" - Richard D. Bamberger. " . . . why people read and the development of reading habits." (59 minutes)
3. "Images in Words and Music: An Affective Statement on Reading" - Bill Martin, Jr. " . . . via music and poetry, a personal statement . . . on reading and language learning." (58 minutes)
4. "You're Something Special" - Ross Wallace. " . . . the development of the whole child . . ." (41 minutes)
5. "Motivation for Reading: The Role of the Home, School, and Community" - Virginia H. Mathews. " . . . major factors which influence the development of reading habits." (57 minutes)
6. "Measuring Reading Attitudes: Why and How" - Kenneth L. Dulin. " . . . techniques for assessing attitudes toward reading." (46 minutes)
7. "Caring Work: The Human Classroom" - Daniel Fader. " . . . (the) need for students to become more actively involved in cooperative efforts to increase their own literacy skills." (55 minutes)
8. "Children's Literature in the Reading Program" - Charlotte S. Huck. " . . . ways (children's) books can be used to stimulate children's interest in reading." (36 minutes)
9. "Bridging Language Learning with Affect" - Bill Martin, Jr. " . . . how children can learn to use their language more effectively . . . " (59 minutes)
10. "Strategies for Motivating Adolescents to Read" - Ira Eptein. " . . . strategies and techniques for encouraging teen-agers to read." (57 minutes)
11. "Reading for Writing/Writing for Reading" - Jacqueline N. Wuertenberg. " . . . how teachers can work with children to help them create written images of themselves and the world around them." (51 minutes)
12. "Reading and Writing: How to Create the Desire" - Bill Haltoran. " . . . how children's literature can be used to create excitement for reading . . . " (55 minutes)
13. "Making It Work: Strategies for Schoolwide Implementation of Instructional Change" - James A. Robson and teachers " . . . how they have successfully implemented changes in the curriculum of their school." (56 minutes)

Sequence

If users are unable to include all videotapes in the program, they may select those which best suit their interests and needs. A group of elementary teachers may wish to concentrate on tapes 2, 3, 4, 6, 8, 9, 11, 12, 13; secondary teachers, on tapes 2, 3, 5, 6, 7, 10. All would begin with videotape 1.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The developers suggest the following sequence of activities for program implementation:

1. Introduction. Coordinator previews program, introduces videotape topics to group.
2. Reading and discussion before viewing. Participants read selected materials from the Resource Guide to gain perspective on the topic of the videotape.
3. Viewing the programs. (As programs cover from 40 minutes to an hour each, perhaps each tape will represent one session.)
4. Discussion following viewing. Small and large group discussions "clarify and extend the content of the videotapes." Discussion topics are suggested in the Resource Guide, relating to each of the videotapes.

3.2 Help given in use of product:

The Affective Dimension of Reading: Resource Guide is provided as a supplement to the videotapes. According to the developer, "For each program there is a section in the Resource Guide which includes:

1. Biographical sketch of the presenter;
2. Overview of the program
3. Articles/materials selected and/or written by the presenter to introduce and supplement concepts and ideas in the program;
4. Materials to guide the teacher in the implementation of ideas/content discussed;
5. Topics for discussion;
6. Suggested follow-up activities/projects;
7. Evaluation form for each session and for the entire program."

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Forms are included for evaluating users' reactions to the program, but there are no tests or assessment instruments designed to measure participants' change in attitude, or increased skill.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Product components include 13 videotapes and one Resource Guide (see 2.0). The first videotape program is an introduction which includes clips from the other twelve programs and may be used as a preview by potential users. Those who implement the program will need viewing space, a videocassette player, TV monitor, and a program coordinator/presenter. Time required will vary according to the number of programs selected, the amount of organized discussion desired, and other logistical factors.

5.2 Distributor name/address:

The Affective Dimension of Reading
Indiana University Reading Programs
School of Education, Suite 211
Indiana University
Bloomington, Indiana 47401
(812) 337-7167

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
THE AFFECTIVE DIMENSION OF READING INSTRUCTIONAL VIDEOTAPE SERIES	*	**		
Introduction/Preview Tape		$5		
Individual Programs		$50		
6 Programs and Introduction/Preview		$300		
12 Programs and Introduction/Preview		$550		

*Programs are available only on a rental basis and cannot be purchased.

**Rental is for three weeks; long term rentals (one year, two years) are available by special arrangement. Those interested should inquire with the distributor about costs.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The series was developed by Indiana University's Department of Reading Education, under the direction of Dr. Darryl J. Strickler. Dr. Strickler "has had thirteen years of teaching experience at all levels from nursery school through graduate school. He has also been involved in inservice teacher education for many years and has designed and conducted numerous workshops and evaluation projects, as well as a variety of teacher training materials related to reading." Many specialists were consulted during the development of the series. Several of these are mentioned in the Content (2.0) section of this descritpion.

The series was produced by Indiana University Radio and Television Services.

6.2 How developed and when:

The developers provide no detailed description of the product's development. It is apparent that Dr. Strickler and his staff designed the objectives of the series; researched the material and consulted many outside specialists for its execution.

Consultants deliver lectures on twelve different aspects of reading and language development in the instructional videotapes, and make various contributions to the Resource Guide and bibliography.

6.3 Evidence of effectiveness with users:

Although the series has undergone evaluation by program users (evaluation forms for each session and a final evaluation form are included in the Resource Guide), the developers do not list the tabulations of this feedback.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is thorough, multi-faceted and complete. Users should find the content well-suited to the objectives--i.e., improved understanding of children's reading development, and increased skill in encouraging constructive reading habits in children.

The series may effectively be used in a variety of settings. Programs may be selected and used individually, or half or all of them may be implemented. Content is appropriate for all grade levels.

Technical quality--videotape and print--is very good.

Content accuracy/social fairness/community acceptance issues:

This series is obviously the result of long-term research on behalf of the Indiana University's Department of Reading Education. The Resource Guide is supplemented by an extensive bibliography. While the content of the instructional videotapes tends toward the theoretical, the presentations appear to be based on in-depth study and analysis.

Overall summary/comment:

This is a very strong series of programs. Each of the videotapes is able to stand on its own as inservice training material, or may effectively, and creatively, be used in conjunction with one another. While certain tapes are directed more toward either the elementary or secondary level, all give valuable insight on the source and development of positive reading attitudes--for teachers at every grade level. As major emphasis is placed on the importance of reading as a skill for successful rewarding learning and living, it should be stressed here that this series is for teachers of every discipline. It is not limited--or directed--to language arts and reading teachers only. The flexibility suggested by these aspects of the program represents one of the series' main strengths. It is also well-organized, well-presented, and often quite entertaining.

TR-6/78